

School District of Philadelphia

**2010-2011**

# **Code of Student Conduct**

## **Alternative Education**

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## **School Reform Commission**

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**Johnny Irizarry**

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### **Superintendent**

**Arlene C. Ackerman, Ed.D.**

# Student Code of Conduct

## Purpose of the Code of Conduct

- To support the creation of a safe learning environment for all members of the school community.
- To provide clear and explicit expectations for social behaviors within all school settings.
- To specify guidelines for teaching and encouraging social skills necessary for meeting District behavioral expectations.
- To describe explicit methods of corrective instruction and consequences for responding to behavior offenses.

## Student Pledge

*As a student of The School District of Philadelphia, I understand that my daily attendance is the key to my success.*

*I understand that violent behavior and abusive language **are unacceptable** and do not help to solve problems.*

*I understand that damage to and theft of property is unnecessary and harmful to my learning.*

*I, therefore, pledge to work to my full potential following the rules set forth in this Code of Student Conduct.*

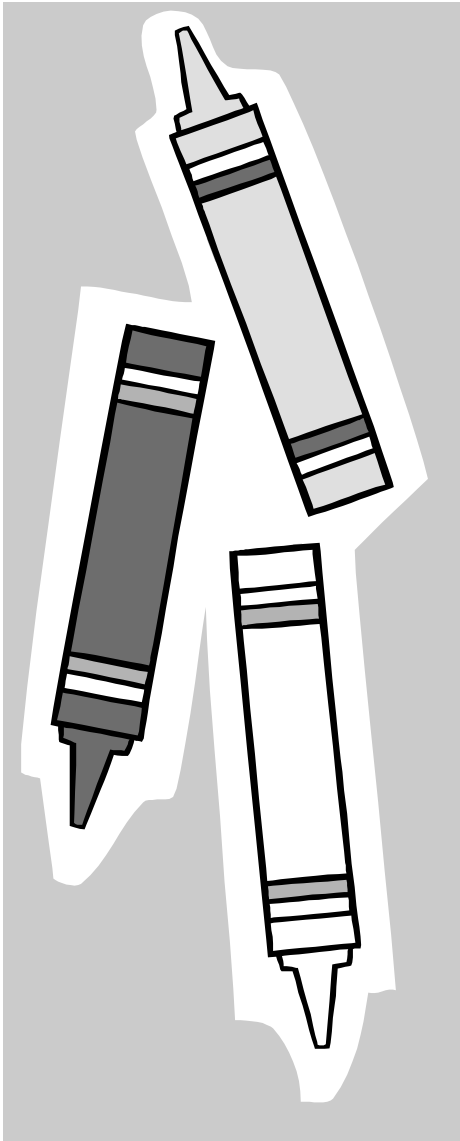
*Yes — I will be proud of myself.*

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



## Summary of District Policy Regarding Behavior



It is the goal of the School District to provide a positive educational setting for every student. This requires an understanding of and adherence to acceptable standards of respectful behavior which will allow learning to take place in the classroom. Every student is entitled to an education, and the right to be free of a climate that disrupts the education of others.

The Code of Student Conduct establishes a zero tolerance policy for conduct that endangers the safety of the schools and/or disrupts the educational experience for other students. Every student must follow all of the rules of the Code of Student Conduct before, during, and after school. The Code applies to students in school buildings, on school grounds, at school-related activities, and on the way to or from school. Students must follow these rules on the yellow buses or public transit systems that bring them to school or take them home. The Code also applies to students off school grounds when the conduct may reasonably be expected to undermine or disrupt the proper disciplinary authority of the school or endanger the safety of a Member of the School Community

The home shares the responsibility in the education of our youth; parents and guardians should be sure to know and understand the Code of Student Conduct and their child's school handbook.

This Code of Conduct provides definitions of behavior offenses. Some definitions include examples. These examples are not intended to be an exhaustive list; the behaviors covered by the definitions include, but are not limited to, the examples given.

**The safety and security of all school children are our highest priorities, and we are committed to providing a safe learning environment. Parents who have questions or concerns should contact the school principal.**

Our intention is to provide corrective instruction to students who do not meet behavioral expectations.

# Behavioral Expectations and Responsibilities

## **Responsibilities of Everyone**

- Maintain the school climate while on campus by being:
  - Responsible
  - Respectful
  - Cooperative
- Be aware of and clearly communicate the expectations for students and staff.
- Motivate students to follow the expectations through positive reinforcement.

## **Responsibilities of Administrators**

- Implement the Student Code of Conduct and all disciplinary procedures in a fair and consistent manner.
- Provide students and parents whose first language is not English with translation and interpretation services free of charge.
- Inform all school personnel, parents, and students of discipline policies.
- Review and act upon requests from school personnel concerning violations.
- Use professional judgment to prevent minor incidents from becoming major problems.

## **Responsibilities of Teachers**

- Maintain a learning environment that provides for academic success.
- Teach and positively reinforce rules and regulations concerning student conduct.
- Hold students accountable for disorderly conduct in school/on school grounds.
- Address rule violations with multiple strategies.
- Use professional judgment to prevent minor incidents from becoming major problems.

## **Responsibilities of Students**

- Comply with school rules and climate expectations, including the Student Code of Conduct and the School Student Handbook.
- Respect authority of all school personnel and the rights of other students.
- Comply with School District's attendance, dress code, zero tolerance, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.

## **Responsibilities of Parents, Advocates, and Guardians**

- Respect and support school rules and regulations.
- Respect and support the policies of The School District of Philadelphia.
- Recognize that school personnel must enforce school rules and regulations.
- Teach the child to respect the rights of others.
- Emphasize the importance of being prepared for school and the adherence to school rules to foster academic success.

## Dress Code Expectations

Every student is expected to follow his or her school's dress code and dress in a manner of appearance that would not cause a disturbance, distract or interfere with the instructional program, or constitute a health or safety hazard. The principal of each school shall make the final decision as to what is considered proper or improper attire. For information regarding your school's dress code, please consult the school's student handbook.

Principals may declare spirit or club days and allow students to wear school spirit shirts, or dress-up days (i.e., when school pictures are scheduled) or allow students to wear other dress code attire such as uniforms or special dress for Boy Scouts, Girl Scouts, athletes, cheerleaders, band, or chorus. Nothing in this Code of Conduct shall restrict or ban a student's wearing of religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the principal of his or her child's school.

### Examples of Appropriate Dress:

- **Shirt:** Solid-colored golf or polo style collared, uniform-type, short-sleeve shirts in any color. Worn tucked in at all times. Turtlenecks acceptable in winter.
- **Pants:** Uniform-style, in any color with belt loops. Slacks or shorts must fit at the waist and must be free from frays and holes. Belts must be worn at all times with slacks and shorts, and must be visible at the waist. Pants must not drag the floor.
- **Appropriate Length:** Pants, shorts, and skirts which measure (front and back) no shorter than three inches above the knee. Skirts, jumpers, and dresses must measure no shorter than three inches above the knee.
- **Shoes:** Students must wear shoes to school.
- **Socks:** Socks (or stockings for girls) must cover the ankle and be visible.
- **Outerwear:** Sweaters, sweater vests, sweatshirts, or light jacket without hoods are acceptable in the *classroom*. During class time, jackets are to remain open – not zipped or buttoned.
- **Coats:** Heavy coats and jackets may be worn to and from school and/or outdoors.
- **Special:** Spirit shirts/club shirts may be worn on day/s determined by the school administrator.

Other questions about the dress code should be referred first to the school authorities, then to the Regional office staff.

# Attendance Procedures & Expectations

## **School Attendance Requirement**

In Philadelphia County, school attendance is required for all children aged 6 to 17. “Attend school” means that a child must be enrolled and attend a public school, a charter school, a cyber charter school or a private or religious-based school, or participate in an approved home schooling program.

Pennsylvania Department of Education regulations state that children are considered school age from the time they are ADMITTED to the public school educational program until graduation from high school or the age of 21. Thus, during the time a child is of school age, the child or student is entitled to attend the public schools of the district or a charter school. Students who turn 21 during the school term are entitled to finish that school term.

## **When can a child miss school?**

There are instances when it is necessary for a student to miss school. These are called “excused absences.” Excused absences include circumstances such as illness or injury, teen parent leave (delivery only), death/funeral-related absence (see below), education–related trips or activities, suspension, and religious holidays. A written notice from a parent or guardian must be submitted to the school immediately upon a student’s return to school. Such notice must include a valid telephone number or other means of contact for verification purposes. Certification of illness/injury/delivery is required if the absence extends for 3 or more consecutive days.

An “unexcused” or “illegal absence” occurs when a student is absent without submission of a valid excuse. That means that either no written notice was submitted to the school upon the student’s return or that the reason provided in the notice was an invalid excuse. Examples of invalid excuses include (but are not limited to) babysitting, woke up late, or on vacation with family.

## **Responses to Non-Attendance (Truancy)**

A student who is absent without a valid excuse is considered “truant” from school. A pattern of truancy can lead to a number of interventions or penalties, depending upon the circumstances. On the school level, truancy can result in school-based interventions (home visits, truancy elimination plans, academic supports, social service referrals, etc.) or truancy court. In Philadelphia, there are truancy sweeps around the city each school day and tickets ranging from \$25 to \$300 can be issued to parents of students who are truant.

According to the Compulsory School Attendance Law, a judge or hearing officer may require the student and/or his or her parent or guardian to do any or all of the following:

- Appear at a hearing regarding the student's truancy.
- Perform reasonable school or community service for a period designated by the hearing officer.
- Complete a parenting education program.
- Obtain counseling or other supportive services, including a Comprehensive Student Assistance Process Tier II, Re-Entry, or other service plan as provided by appropriate school officials.
- Pay a fine of up to \$300.
- Pay court costs.
- Serve up to five (5) days in county jail.
- Children who are truant may be declared dependents of the state as part of the adjudication process.

All parents are expected to:

- Ensure that their children between the ages of 6 and 17 are enrolled in school and attend school regularly, on-time, and for the whole school day.
- Emphasize the importance of on-time attendance in school, class, and supervised activities.
- Send their child to school every day prepared to participate and learn by providing a good night's sleep and breakfast.
- Establish reasonable, age-appropriate curfews/bedtimes.
- Make personal appointments for their child outside of the school day or during school breaks as much as possible.
- Ensure that their child receives the periodic student health examinations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Call the school when their child is absent.
- Provide a written excuse for every absence when their child returns to school.
- Provide a written excuse for every late arrival and early departure.
- Provide correct current addresses, emergency contacts, home, cell and work telephone numbers, e-mail addresses to the school at the beginning of each school year and update information whenever there are changes.
- Help develop and implement the individualized plan for their child's improved attendance when necessary.
- Celebrate good attendance and success.



## Unauthorized Visitors on Campus

Visitors to campus must present themselves to the school office or have permission from the principal. To provide safe and orderly learning environments, no visitor shall go on public school grounds or in any public school building or facility during school hours without the authorization of the school principal or an appropriate school official designated by the school principal.

## School Bus Conduct

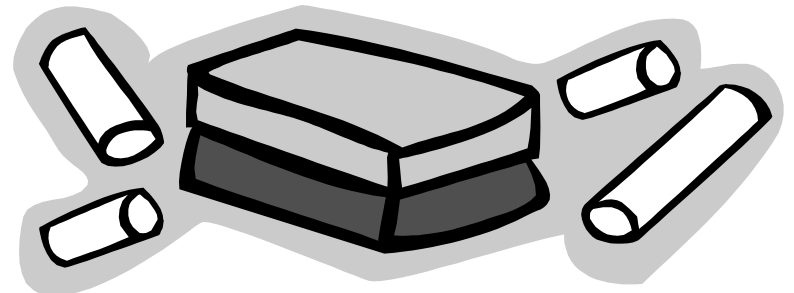
Students must comply with all school rules while traveling on a school bus to or from school, or to and from any school-related activity. Students shall be disciplined for offenses of the Code of Student Conduct which occur while going to and from their homes or school-sponsored activities. The principal may suspend any student from school or from riding the bus if the student commits an infraction covered by the Code of Student Conduct.

## Classifying Behavioral Incidents

Behavioral incidents will be classified according to minor or major behaviors.

**Level 1 Infractions (Minor)** –Discipline incidents that are low-level intensity and do not threaten serious bodily harm to others or create a hostile environment to the school community.

**Level 2 Infractions (Major)** –Discipline incidents that severely interfere with the learning and safety of others, are of a threatening or harmful nature and/or are legal violations, warranting administrative intervention.



## Responding to Level I (Minor) Infractions

**All minor infractions are handled by the school personnel in charge of the setting in which the problem behavior occurs. (“Teachable Moments”)**

- Get student’s attention by calling his/her name in a calm voice
- Address the student in private
- State the problem behavior
- State expected behavior and why the student needs to follow the expected behavior
- Indicate the specific consequence for continuing to engage in the behavior. Any alternate assignment will be doubled if not completed by assigned date and time
- Ask student to demonstrate behavior
- Provide acknowledgement to student for listening to you and/or for doing the appropriate behavior (e.g. thanks, praise, reward)
- Contact parent/guardian to explain the behavioral problem and the discipline consequence(s) if problem continues.
- Refer to appropriate intervention (parent conference, individual or group counseling, school-based programs)
- Implement CSAP Tier II for continued minor infractions
- Out of school suspension when all other interventions are unproductive
- Document infraction on discipline referral report (EH20-pink slip)

*Note: Repeated Level I violations of the Code of Student Conduct may result in a referral to an Alternative Program if all efforts to refer and implement in-school interventions are unproductive.*

## Level I (Minor) Infractions & Consequences

Examples of Expected Behaviors	Infractions of Behavioral Expectations				
		After-School Detention	Affirmative Development Program	In-School Suspension	Short-Term Suspension (1-3 days)
<ul style="list-style-type: none"> <li>▪ Show respect to school staff, students, and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Failure to follow classroom rules/disruption/disrespect for authority</li> <li>▪ Fighting</li> <li>▪ Simple assault</li> <li>▪ Threats</li> <li>▪ Reckless Endangerment</li> </ul>	X	X	X	X
<ul style="list-style-type: none"> <li>▪ Show respect to the property of the school and others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Destruction and/or theft of property in amounts less than \$150</li> <li>▪ Defacing school property</li> </ul>	X	X	X	X
<ul style="list-style-type: none"> <li>▪ Be prepared to participate in class.</li> <li>▪ Come to school in uniform. And appropriately dressed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dress code violation</li> <li>▪ Failure to carry hall-pass or appropriate I.D.</li> </ul>	X	X	X	
	<ul style="list-style-type: none"> <li>▪ Failure to participate/unprepared for class</li> </ul>	X	X	X	
<ul style="list-style-type: none"> <li>▪ Come to school on time, each day</li> </ul>	<ul style="list-style-type: none"> <li>▪ Truancy/excessive tardiness/cutting class</li> </ul>	X	X	X	
<ul style="list-style-type: none"> <li>▪ Bring only appropriate school-related materials and items to school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possession of beepers, pagers or cell phones, and other electronic devices</li> </ul>	X	X	X	
	<ul style="list-style-type: none"> <li>▪ Possession of inappropriate personal items (CD player, playing baseball cards, etc.)</li> </ul>	X	X	X	
<ul style="list-style-type: none"> <li>▪ Use polite language and maintain appropriate conduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using profane/obscene language or gestures.</li> <li>▪ Public display of affection; Inappropriate touching</li> </ul>	X	X	X	X
<ul style="list-style-type: none"> <li>▪ Academic honesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forgery of administrator, teacher, or parent's signature</li> </ul>	X	X	X	X
	<ul style="list-style-type: none"> <li>▪ Alteration of grade reporting, medical excuses, or other school documents</li> </ul>	X	X	X	X

## Level 2 (Major) Infractions & Consequences

Examples of Expected Behaviors	Infractions of Behavioral Expectations	Long-Term Suspension (4-10 days)	Alternative Education Referral	Expulsion
<ul style="list-style-type: none"> <li>▪ Respect school property and the property of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Destruction and/or theft of property in the amount of \$150 or more</li> <li>▪ Vandalism</li> <li>▪ Breaking and entering school property</li> <li>▪ Robbery</li> <li>▪ Extortion</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>▪ Treat others with respect and courtesy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Harassing/bullying/cyber-bullying or intimidating any member of the school and/or school community</li> <li>▪ Threatening students or school personnel with aggravated assault</li> <li>▪ Assault of school personnel</li> <li>▪ Instigating or participating in group assaults</li> <li>▪ Aggravated assault</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>▪ Maintain a safe and orderly school environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possession of a weapon</li> <li>▪ Possession/use of fireworks or other explosive/ incendiary device or poisonous gas</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>▪ Maintain a drug-free school environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possession of a controlled substance with the intent to distribute or use</li> <li>▪ Possession of alcohol with the intent to distribute or use</li> <li>▪ Unauthorized possession of non-controlled substances with the intent to distribute or use</li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>▪ Maintain appropriate physical contact and conduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexual Acts (voluntary or involuntary)</li> </ul>	X	X	X

## Due Process

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. All students have the right to fair and reasonable treatment of their grievances and discipline by school officials.

## Student Conference Procedures

1. Inform student of the reason for conference.
2. Give student opportunity to respond to allegation/s.
3. Discuss student's behavior and ways to correct student behavior.
4. Inform student of corrective action and/or next steps.
5. Document behavior and intervention.

## Parent Conference Procedures

1. Notice of conference must be provided to the parent/guardian in writing and hand-delivered to the home, sent certified mail, faxed, emailed or sent by other reasonable means to reach the parent/guardian.
2. When a student is suspended, parent conference must be held within three (3) days of the suspension.
3. At the conference, parent may request to review student records and any witness statements.
4. Discuss student's behavior and ways to correct student behavior.
5. Inform parent of further disciplinary action (if applicable).

## Suspension Procedures

According to Pennsylvania State Law, suspension is defined as: The denial to a student of the right to attend school and to take part in any school function for any period of time of up to 10 days. For the purposes of this Code of Student Conduct, suspension will be classified in two categories: *Short-term* and *Long-term*.

Short-Term Suspension is an exclusion from school and/or any school activity or function for a period of **3 school days or less**. Students who are suspended shall meet with the principal or designee prior to the suspension. During the conference, the student has the right to the procedures described under *Student Conference Procedures* outlined in this Code of Student Conduct.

Long-Term Suspension is an exclusion from school and/or any school activity or function for a period of **4 to 10 school days**. Students who are given a long-term suspension shall have a student conference and a parent conference. During the parent conference, the student and parent have the right to the procedures described under *Parent Conference Procedures* outlined in the Code of Student Conduct. In addition, prior approval by the Regional Superintendent is required for Long-Term Suspension.

## Transfer Hearing Procedures

The Alternative Education Region provides students with high quality educational programs and support that prepare, ensure, and empower all students to achieve their full intellectual and social potential. Students not meeting with success due to a pattern of disruptive behavior and/or serious violations of the Code of Student Conduct may be referred to the Alternative Education Region for transfer to an Alternative Education Placement.

Any student referred for a transfer to an Alternative Education Placement may also be suspended and provided the procedures indicated in the *Suspension Procedures* outlined in this Code. Also, the school must complete a Behavior Performance Review and share the results of the review at the parent conference.

Students/Parents have the right to an informal hearing conducted by an independent hearing officer to oppose the transfer. In addition, the student/parent may during the hearing process:

- present witnesses;
- request and cross-examine District witnesses; and
- review student records in advance

## Expulsion Procedures

According to Pennsylvania State Law, expulsion is defined as an exclusion from school and any school activities for more than 10 school days. Students that have committed an offense that is subject to expulsion will also be suspended and have the right to the procedures indicated under *Suspension Procedures* outlined in this Code of Student Conduct.

In addition, students will receive an Expulsion Hearing conducted by an independent hearing officer appointed by the School Reform Commission. The student may be represented by counsel. In addition, the student has the right to:

- present witnesses;
- request and cross-examine District witnesses; and
- review student records in advance

In the event that a student is being considered for expulsion, an informal hearing will be held to determine if the student poses a threat to the school community. If the hearing officer determines that the student cannot remain in his or her regular classroom setting pending a formal expulsion hearing, an interim assignment will be provided.

## Readmission of Permanently Expelled Students

A student who has been permanently expelled from the School District of Philadelphia by the affirmative vote of a majority of the School Reform Commission may apply for readmission to the School District. Permanent expulsion includes being expelled to a School District operated alternative school. The SRC delegates complete authority for all readmission decisions to the Chief Executive Officer/Superintendent or her designee. Temporarily expelled students need not apply for readmission for the reason that they are automatically readmitted to the School District upon expiration of the expulsion period. The readmission decisions are final and not subject to review by appeal to the SRC or to Court.

## Expunging Records of Expelled Students

A student who has been permanently or temporarily expelled by the affirmative vote of a majority of the School Reform Commission, beginning in school year 2008-2009, may apply to the School District of Philadelphia for expungement of the records of expulsion. The SRC delegates the authority for all decisions as to expungement of records of expelled students to the Chief Executive Officer/Superintendent or her designee, so that the expungement shall be at the discretion of the Superintendent or her designee. Expungement decisions are not subject to review or appeal to the SRC or to Court.

For the complete SRC Board Policy No. 233 with the criteria and process for readmission and or expungement of records, go to the School District of Philadelphia's website at: [www.philasd.org/offices/administration/policies](http://www.philasd.org/offices/administration/policies)



## Discipline for Students with Disabilities

### Suspensions for Special Education Students Identified as Mentally Retarded

The District can only suspend students identified as Mentally Retarded with either written agreement of the parent or in an emergency where the student represents a danger to him/herself or others in addition to the written approval of the Office of Special Education of the Pennsylvania Department of Education.

### Suspensions, Expulsion, and Transfer for All Other Disabled Students

The District may suspend students with disabilities and cease educational services for up to 5 consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards. The District will provide the following safeguards for students referred for Expulsion, transfer to an Alternative School for discipline reasons, or suspension for more than 5 days, or for more than 15 cumulative days:

- Written notice to the parent/guardian of the recommended disciplinary action and the date of an Individualized Education Program (IEP) meeting.
- A team shall convene a Manifestation Determination meeting within 24 hours of the misconduct with the parents invited to attend.
- During the IEP meeting, the IEP team shall review the student's most current evaluation and the student's IEP and placement to determine whether the student's misconduct is related to the student's disability. The misconduct is not related to the student's disability if (i) the current IEP was appropriate and implemented; and (ii) the Disability does not impair the student's ability to understand the consequences of his or her behavior and control his or her behavior.
- If the student's behavior is not a manifestation of the Disability, school officials may apply the Uniform Discipline Code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended without providing appropriate educational services for more than five (5) consecutive or fifteen (15) cumulative school days in a school year. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination.
- The IEP team shall review and revise, if necessary, the behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct.
- The IEP team shall determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
- The IEP team shall issue a NOREP with the results of the Manifestation Determination.

If the student's behavior is a manifestation of the Disability, the student's placement may be changed to an appropriate interim educational setting, only if the student carried a Weapon to school or a school function or knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function. If the parent requests a due process hearing, the Alternative Placement shall be limited to 45 days.

The District may ask for an expedited hearing conducted by a State Hearing Officer and request the hearing officer to order a 45 day interim placement if the student is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with a free and appropriate education (FAPE).

## Glossary of Terms

“Affirmative Development Program” shall mean a comprehensive and integrated program that provides students with character-building and conflict resolution skills, as well as prevention, intervention, referral, and support services for alcohol or drug-related problems and misconduct in general.

“Alternative School Placement” shall mean a school or program that is focused on improving student behavior, attendance, and academic performance.

“Aggravated Assault” shall mean an act that causes serious physical harm or creates a substantial risk of serious physical harm to another member of the school community.

“Bullying” shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. Bullying behavior is defined as aggressive or intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance etc.). Such prohibited behavior includes the use of teasing; taunting; threats; coercion; repeated harassment; abuse; oppression; intimidation against students, school personnel, or school visitors; or exclusion of anyone physically, psychologically, or sexually.

“Cyber-Bullying” shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, photo and video sharing, chat rooms, mobile phones, pagers, and websites.

“Code” shall mean this Code of Student Conduct.

“Comprehensive Student Assistance Process or CSAP” shall mean a state mandated K through 12 student support process. It allows for identification, intervention, and follow-up for students experiencing barriers to learning.

“Corporal Punishment” shall mean physically punishing a student for an infraction of the Code. Corporal Punishment does not include teachers’ and school authorities’ use of force (1) to quell a disturbance; (2) to obtain Possession of Weapons or other dangerous objects; (3) for the purpose of self defense; or (4) for the protection of persons or property.

“District” shall mean The School District of Philadelphia.

“Gang” shall mean any ongoing organization or group of people which has an identifiable name or identifying sign or symbol or whose members individually or collectively engage in or have engaged in a pattern of activity that endangers or disrupts the safety of the school or Members of the School Community.

“Group Assault” shall mean an assault committed by multiple offenders.

“Harassment” shall mean a demand of sexual favors, threatening or intimidating gestures, or behavior that creates a hostile school environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.

“Member of the School Community” shall mean any student, parent, teacher, administrator, or employee of the District or visitor at any school.

“Possession” shall mean physical control over property (whether lost, found, or stolen), such as clothing, lockers, or bags and the contents contained therein.

“School Grounds” shall mean any property owned or utilized by the District or property utilized by any vendor under contract with the District.

“School Privileges” shall mean any school-related activity or program including but not limited to graduation ceremonies, class trips, dances, sport teams, clubs, or recess.

“Sexual Act” shall mean engaging in intercourse, oral sex, groping sexual parts, or simulated sex.

“Simple Assault” shall mean an act that causes bodily injury to another member of the school community

“Trespass” shall mean the entrance onto school grounds when prohibited.

“Vandalism” shall mean willful and malicious acts of damage or defacement to public or private property, which includes but not limited to graffiti in excess of \$150, school pranks that cause a major disruption, or arson.

“Weapon” shall mean any object, device, or instrument designed as a weapon or capable of threatening or producing bodily harm or which may be used to inflict self injury including, but not limited to:

- any firearm, shotgun, or rifle (whether loaded or unloaded, including cap guns, simulated guns, toy guns, pellet guns or BB guns)
- any knife, box cutter, cutting instrument, scissors, or cutting tool
- any nunchuku
- any pepper spray, mace, or laser pointers
- any other tool, instrument, or object used (or intended to be used) to inflict serious bodily injury of another member of the School Community.

This definition includes all simulated weaponry that could be used to threaten another member of the school community.

ADDITIONAL NOTES

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The information in this handbook may be updated during the course of the school year.

The latest version is available on the School District's web site.

[www.philasd.org](http://www.philasd.org)

For copies in languages other than English, please contact  
Office of Multilingual Family Center at  
215-400-6446

The School District of Philadelphia, an equal opportunity employer, will not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classification. Publication of this in this document is in accordance with the state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to the Equal Opportunity Compliance Officer, Small Business Development, Third Floor, 440 North Broad Street, Philadelphia, PA 19130, (215) 400-4380

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School District of Philadelphia  
Education Center  
440 North Broad Street  
Philadelphia, PA 19130